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EXPERIMENTAL SUMMER PROGRAM FOR HIGH SCHOOL SENIORS AND FACULTY.

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THE PROGRAM INVOLVED (1) THE 6-WEEK ENROLLMENT OF 222 HIGH SCHOOL SENIOR STUDENTS IN THE SAN FRANCISCO CITY COLLEGE GROUP GUIDANCE TYPE COURSES AND IN EXPLORATORY ORIENTATION COURSES IN TECHNICAL CURRICULUMS, AND (2) A COUNSELOR'S WORKSHOP TO ACQUAINT 29 TEACHERS, COUNSELORS, AND ADMINISTRATORS WITH THE TECHNICAL OFFERINGS OF THE COLLEGE AND PROVIDE THEM AN OPPORTUNITY TO FUNCTION AS VOCATIONAL GUIDANCE WORKERS IN A JUNIOR COLLEGE SETTING. THE ORIENTATION COURSES ACQUAINTED THE STUDENTS WITH THE RANGE AND DEPTH OF AVAILABLE TECHNICAL OFFERINGS FOR PREPARATION FOR SPECIFIC CAREERS IN BUSINESS AND INDUSTRY. IN ADDITION, THE GROUP GUIDANCE COURSES ENABLED THEM TO LEARN SOMETHING ABOUT THEMSELVES, THEIR ATTITUDES, ABILITIES, ACHIEVEMENT, STRENGTHS, WEAKNESSES, INTERESTS, AND PERSONALITY. THE COUNSELORS THEN ASSISTED THE STUDENTS IN INTERPRETING AND MATCHING THESE ITEMS WITH JOB REQUIREMENTS IN CERTAIN AREAS AND SETTING REALISTIC OCCUPATIONAL GOALS. FIELD TRIPS TO A NUMBER OF BUSINESSES AND INDUSTRIES HELPED TO GIVE PURPOSE AND MOTIVATION TO CLASSROOM PRESENTATIONS. THE LOW DROPOUT RATE, THE 2.66 GRADE POINT AVERAGE, AND THE RESPONSES ON EVALUATION QUESTIONNAIRES INDICATED THAT THE STUDENTS WERE QUITE PLEASED WITH THE EXPLORATORY EXPERIENCE AND FELT THAT IT ASSISTED THEM IN CAREER DECISIONS. THE WORKSHOP COUNSELORS FELT THAT THEY GAINED COUNSELING SKILLS AND INCREASED THEIR UNDERSTANDING OF THE OCCUPATIONAL OFFERINGS. (HC)

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EXPERIMENTAL SUMMER PROGRAM
CITY COLLEGE OF SAN FRANCISCO

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November 1967

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Louis G. Conlan, President
City College of San Francisco

SUMMARY STATEMENT ON SUMMER PROGRAM

High school students were invited to the regular City College summer session (6 weeks) to sample some of our orientations courses in the technical areas. The 222 students who enrolled were able to learn something about the range and depth of offerings designed to prepare for specific careers in business and industry. In addition, they were able to learn something about themselves: their aptitudes, abilities, achievement, strengths, weaknesses, interests, and personality through group guidance type courses (Psychology G10 and G11). With information about jobs, information about the City College curriculums, and information about themselves, and the help of City College and visiting counselors the selection of a realistic occupational objective was one of the desired outcomes for each student.

In addition to the student phase of the program, through grants provided by the Hebrew Technical Institute of New York and the Miranda Lux Foundation of San Francisco, some 29 teachers, counselors, and administrators participated in a guidance workshop. Each received a scholarship type stipend of $75 per week. These counselors worked with the City College staff: administrators, instructors, advisors, and counselors, and with the high school students. They learned about our technical programs and helped students in the selection of realistic occupational goals.

From evaluation instruments, the students and the visiting instructor-counselors indicated high praise for the summer program. Both the students and the instructor-counselors felt that the summer program was very helpful and beneficial.

INTRODUCTION AND RATIONALE FOR SUMMER PROGRAM

The persistent paradox of a high rate of unemployed youth and the increasing number of unfilled jobs challenges community and educational leaders. It becomes increasingly clear that the solution of this problem is closely related to that of the great national problems of poverty and racial turmoil.

The combination of the knowledge explosion; the advance of science, technology and automation has changed the nature of the employment market. Opportunities for the unskilled and the untrained are rapidly disappearing. The common ingredient in the newly emerging careers is the need for training. Occupational education is now the route that must be traveled by youth if they are to be prepared to enter the job market.

It has been estimated that half of the labor force of the next decade will need preparation equivalent to junior college graduation. This accounts in large part for the great number of such institutions being established across the nation and for the increasing interest being taken in the fulfillment of their important responsibility for preparing young people for employment at the completion of junior college.

This movement is receiving widespread support from federal, state and local government; important foundations; and the American Association of Junior Colleges. Education, business, and industry have joined hands in many communities to develop sound programs that lead to employment. This teamwork has been

so effective that a common problem is the availability of more job opportunities than there are graduates.

A principal concern of all involved is the matter of enrolling more qualified students for these programs. The universal lament of counselors, instructors and administrators is that too many youth know too little of themselves and of their opportunities. In high school, they unrealistically pursue college or university admission, fail, go to junior college, try and fail, and enter the labor market defeated and unprepared.

If the junior colleges are to better serve youth, local industries, their community, and the nation, ways must be found to interest more students in occupational programs. It is becoming increasingly apparent that young people must understand themselves and their opportunities before they enroll in junior college if they are to make intelligent career decisions. It would be better if the necessary self-analysis, study and exploration of the world of work were to take place in the high school.

The junior colleges are attempting to bring this about. They are sending their counselors to the high schools, they are giving greater publicity to their occupational programs and are continually seeking ways of increasing the number and proportion who seek career training in their institutions.

Interesting experiments and innovations are being tried in all parts of the country. The staff at the City College of San Francisco have been among the early and principal supporters of the Pre-Tech Program articulating the high school pre-tech

curriculum with its Engineering and Industrial Technology Programs. Testimony of their belief in the validity of the process is found in their leadership in establishing its first important adaptation, Project FEAST, which articulates high school food service and preparation training with its well established Hotel and Restaurant Program.

Evidence collected to date shows that enrollments are being favorably influenced by these programs. Yet, the problem is such that it must be attacked in numerous ways. It is for this reason that the program with which this report deals was developed.

DESCRIPTION OF EXPERIMENTAL PROGRAM

There were two distinct emphases in the summer experimental program: (1) the enrollment of high school senior students in the City College exploratory orientation courses and in the group guidance type courses (Psychology G10 and G11); and (2) the counselors' workshop which attempted to acquaint the counselors with our technical offerings as well as to offer these counselors an opportunity to function as vocational guidance workers in a junior college setting.

High school seniors were invited to the summer program to sample our orientation courses in the technical areas. In each of our technical curriculums we have developed an introductory orientation course wherein that particular curriculum is described, including: kinds of abilities, interests, and background necessary for success; description of courses to be completed; kinds of jobs available to graduates; working conditions and salaries. The student discovers, through this thorough exploratory experience, whether this objective is suitable for him. He finds out in his first semester just what is involved in the occupational objective he has tentatively selected.

During the summer program the following orientations courses were offered with high school enrollments indicated. (In addition to these, a number of entering City College students also took these courses):

Exploratory Orientations Courses	Number of High School Seniors
Visual Arts Survey Design, Photography, Printing	28
General Business	38
Data Processing	32
Criminology	30
Dental Careers	12
Engineering	42
Medical Careers	36
Hotel and Restaurant	8
Ornamental Horticulture	2
Teaching Assisting	41

In addition to the above exploratory courses, the high school students were permitted to elect either Psychology G10 or Psychology G11 (some few elected both). These two group guidance courses were offered during the summer because we have felt they would be valuable to high school seniors. They were taught by two experienced City College instructor-counselors.

The Psychology G10 is a course involving general orientation to college including the development of study skills. Too many students come to us with poor study habits; do not know how to take notes and make reports. The Psychology G10 course helps the student develop these study skills.

The Psychology G11 course involves problems of vocational adjustment. In this course a battery of tests is administered

and interpreted to each student so that he might know his strengths and weaknesses, aptitudes, abilities, interests and personality and relate them to the career opportunities discussed. We have felt that too many students are coming to us without firm commitments in the occupational areas. It has been estimated that some 60-70% of the regular students who enter City College either do not know what they want to do or have selected an occupational objective that appears to be far beyond their potentials. There is a great need even among our regular students to know more about themselves and job opportunities and requirements so that they can make suitable career decisions as early as possible. Psychology G11 has been valuable in helping our students make these kinds of career decisions. It was reasoned that it might be equally valuable for high school seniors.

In addition to the opportunity to enroll in these courses, the high school student received considerable career guidance. Under the general supervision of the City College counselors, the high school counselors met individually with high school students and helped each counselee in the interpretation of the test scores. The high school counselor then was able to help the student in matching his abilities, aptitudes, achievements, interests, and personality to job requirements in certain areas. The expected outcome of such a vocational guidance experience is the selection by the student (with the help of the counselor) of a suitable, practical, achievable occupational objective

in terms of a specific technical curriculum at the City College of San Francisco. An evaluation of their experience by the students is included in this present report.

The second phase of the summer program involved the teacher-counselor workshop. We received two grants to carry out this phase of the summer workshop. The City College of San Francisco Foundation received one grant for $7,850 from the Hebrew Technical Institute of New York City contingent upon some other foundation giving a similar amount. The Miranda Lux Foundation of San Francisco contributed the second grant. Needless to say, the City College of San Francisco was very appreciative of the support of these two foundations which enabled us to provide a scholarship type stipend of $75.00 a week to each participating counselor and to pay for the field trips for students and for teachers and the incidental expenses of the program.

The description and evaluation of the counselor workshop phase of the summer program is presented elsewhere in this report.

As an added dimension of the summer program, field trips for students and visiting instructor-counselors were arranged for and completed. These visits included the following:

1. Walter Landor Visual Communication Center
2. University of California Medical Center
3. University of San Francisco (to observe the food service program there)
4. Pacific Telephone and Telegraph Company (to observe the data processing system)
5. San Francisco County Jail

6. Del Webb's Towne House

7. Standard Oil Company

8. United Air Lines at San Francisco Int'l Airport

9. Franklin Hospital

10. San Francisco Airport Food Service Program - Interstate Hosts, Inc.

11. Diamond National Corporation

12. Pacific Gas and Electric Company

13. University of California Dental School

14. Mt. Zion Hospital

15. A. Carlisle and Company

16. U.S.S. Enterprise

17. Treasure Island (to observe food service)

18. Fireman's Fund Insurance

19. IBM Plant in San Jose

These field trips were very informative and gave the high school students and the instructor-counselors an opportunity to see people working on kinds of jobs which develop from the completion of one of the technical curriculums at City College. The field trips were under the direct supervision of the City College orientations instructor-advisor. Some of the field trips were for the high school students only, others for the visiting instructor-counselors only, while some were for both. The general feeling on the part of most was that these field trips were a very valuable part of the summer program. They helped to give purpose and motivation to the classroom presentations--a chance to see various aspects of the work world.

AN EVALUATION OF THE STUDENT PHASE OF THE SUMMER PROGRAM

A total of 222 high school students started the special experimental program. Of this number, 192 of them earned some college credits. There were four students who received "incompletes" because they did not take the final examination due to sickness. There were 26 students (11.7%) who took leaves of absence. This is a surprisingly low figure and attests to the interest of the students and the holding power of the program.

A total of 719 units of work were attempted and earned. (No final "F" grades were issued to this high school group.) There were 1913.5 grade points earned, thus giving this high school group a grade point average of 2.66 (slightly closer to a "B" average than a "C" average).

All the students completed an evaluation questionnaire at the end of each of the orientations classes held during the summer session. The evaluation instrument afforded the student an opportunity to react to the class and to the instructor in terms of interest, achievement, motivation, and other factors. The students did not sign their questionnaires, so we felt we received frank and unbiased opinions on the courses.

It is not our intent here to record the responses of the students completely on all the items in this questionnaire but merely to select certain key items to try to indicate what the students felt about the orientation classes. In general,

The response was quite favorable.

One item, "To what extent has this course captured your interest?"--out of 257 responses there were 183 students (71%) who replied positively (either "very much" or "a good deal"). There were 52 who replied "average" while only 8% indicated a negative response ("somewhat" or "very little").

The students' responses to the item about the class activity found to be the "most interesting" indicated quite a spread amongst the various activities depending upon the type of orientations class, e.g., in the Engineering 48 class, the students felt that the guest speakers were the most interesting and helpful. (In this class the instructor-advisor made maximum use of guest speakers.) In the Teacher Assisting 51 class the students selected "on-the-job experience" as the "most interesting and helpful". (In this class the instructor-advisor placed each student in a pre-school or elementary school for observational activities.)

In the Visual Arts class the students selected the practical exercises in the classroom as the outstanding activity.

In the activities "least interesting and helpful" the students tended to mention the written assignments and text-book work.

The students in these orientation classes rated themselves as "good" or "fair" students (62%) rather than "excellent" or "above average" (31%). In commenting on how easy or difficult these classes were, they said (82%) that the classes were "a

little difficult" or "easy" while 9% indicated the classes were "very difficult" or "difficult" and the remaining 9% said the classes were "very easy". This appeared to be a kind of balance which seemed favorable.

There were 77% of the students who felt that a "satisfactory amount" of material was covered in these classes. A total of 190 students (74%) indicated they were planning on attending City College of San Francisco upon graduation from high school.

These summer school students recommended not only City College to their friends but also recommended the orientation classes. These students felt that the instructors in these courses ranked among the best they had had or were in the "very good" classification. The students also felt that the instructors were "invariably or generally considerate"--some 96% of the responses were positive.

In commenting on how practical and useful the courses were, 72% of the students answered "highly so" or "above average".

The students were also given the opportunity to express their comments in an unstructured way. Most of the comments dealt with the summer program from the standpoint of a choice of an occupation.

Some of these comments follow:

"Photography is the one I really like."

"Seeing the pressure and limited deadline of a commercial artist, I decided to work as a part-time fine artist and an

art teacher."

"I enjoyed this class (Dental Careers) very much. We had an excellent instructor. Though this course is not connected directly with my goal, I have learned more in this class in the short time I was here than in many others I have taken."

"The different occupations covered in this course were covered thoroughly."

"I enjoyed this career goals course, but I must admit that my objective has been confirmed by taking this course. I would like to recommend this course to anyone who is interested in becoming a teacher or an aide."

"In this course in Teaching Assisting, I found it very interesting because it showed how well you fit into this career. It determined whether or not elementary teaching was or wasn't for you. I really enjoyed this class very much!"

"I found this Teaching Assisting course to be very helpful in making a choice of a career."

"This class helped me in many ways; most of all I think I found out if I wanted to be a teacher or not."

"It is a good course in the way it helps the individual to determine a career or at least toward a specific goal."

"The course was very interesting and helpful to me. It gave me a better idea of the Allied Health fields. Miss Aquilino was very informative. This course helped me realize that there is more going on in a hospital in training than I realized. I feel that this course is really a great innovation for many others

to follow. Others could find it very beneficial for their futures."

"Now that I know what is involved with certain careers in health, I am not 'in the dark' as to what each career will be like."

"I had my mind set on becoming an X-ray Technician, but now I'm a little confused about professions. I have to think on it a little longer. The information we received about nursing has turned my head in another direction."

"I feel that this program is quite valuable to high school students who intend to go on to higher education facilities. The program gives the high school student an idea of what college life is like, and aids him in making a final decision on going to college or work. I hope that this program will be continued so that other students will be able to obtain experience in college life instead of just 'hearing about it' from friends."

"To me, Business 160 was interesting and helpful in my future career."

"I feel that this course has helped me very much in my chosen career."

"I felt this course was very good because it made me realize that the career I chose is needed. Both teachers were very good and very helpful. I feel you should allow more high school students to get into this program. There won't be any wasted time in college because they know what they are looking for."

"This program has been very helpful to me. It helped me to choose the career that I like."

"The material covered occupations most of the students had indicated interests in. I think if other occupations were covered, even if they had to be covered shortly, it may have influenced those undecided into other goals. I can now begin to prepare for it."

These typical replies of the students indicated they were quite pleased with their summer exploratory experience and felt that it assisted them in career decisions.

AN EVALUATION OF THE COUNSELOR WORKSHOP PHASE OF THE SUMMER PROGRAM

There were 29 credentialed people involved in the instructor-counselor workshop phase of the summer program.

--These 29 credentialed personnel were divided as follows:

Those with administrative duties	4
Those with teaching and counseling duties	25
	29

--In terms of level and place of employment:

Public high school (every public high school represented)	21
Public junior high schools	3
Catholic high schools	3
Central office of San Francisco Unified School District	2
	29

These 29 teachers, counselors and administrators brought to the workshop radically different backgrounds of experiences in counseling, ranging from two who had earned masters' degrees in counseling to some who had but little background in counseling. There were also great differences in terms of occupational information and knowledge concerning our technical offerings at the City College of San Francisco.

It was our hope to take this diverse group of people and give them a set of experiences which would enable each one to (1) grow in counseling skills, and (2) increase his understanding of the range and depth of our occupational offerings.

Specifically, we planned as part of the counselor workshop the following:

1. exposing these teacher-counselors to our technical curriculums by having them visit the orientation classes conducted by the technical advisors, listening to these advisors and their guest speakers in class and in seminar meetings, and learning about the offerings by viewing the television films depicting these offerings.
2. developing within the teacher-counselors an understanding of the nature and philosophy of our occupational offerings.
3. working directly with the high school students under the general supervision of the two City College counselors.
4. a series of visits to key places in the community where our technical graduates were working.

In this counselor workshop we made provisions for all of the above. The counselors from the schools were exposed to our technical curriculums. They talked to our instructors; they viewed the technical curriculum films; they visited the orientation classes; they went on a total of 26 field trips to key places in business and industry; they met industry and labor leaders; they worked directly with students; and they met in

seminar meetings for general discussions.

Each visiting counselor was assigned an office and from four to ten high school students with whom he worked closely during the six-week period. These students were randomly assigned although there was some provision for a counselor to work with students from his own high school.

The visiting workshop participant acted as a vocational counselor: interpreting test scores of the battery administered in the Psychology classes; pointing out strengths and weaknesses, abilities, potentials, achievement, interests and personality. They helped the student explore the various occupational areas and more specifically the technical curriculums at City College; assisted the student in matching his peculiar pattern of personal attributes with the requirements of job areas; and finally, helped each student select a suitable occupational objective consistent with his abilities, aptitudes, achievements, interests and personality.

These visiting counselors worked under the general supervision of the City College counselors in a very practical type of workshop situation involving face-to-face techniques. The basic outcome of these counseling interviews was the logical, systematic, approach to the selection of a reasonable goal. The counselors were exposed to our entire technical offerings and thus were in an excellent position for discussing these possibilities with their counselees.

The seminar meetings were held twice weekly and brought the visiting participants together to discuss the generalities and the specifics of the summer program and City College. Members of the City College staff: administrators, counselors, instructors and advisors met with these visiting teachers, counselors and administrators to give them an over-all picture of all phases of the City College program. These seminar meetings proved to be one of the most effective and productive features of the experimental program.

During the summer program the visiting instructor-counselors seemed quite impressed with the range of courses offered, the dedication and ability of the instructional staff, the arrangements for personal work with the students, and the motivation of the students.

Two evaluation instruments were developed for the visiting counselors in an effort to get a picture of the summer program from the viewpoint of these guests. One of the evaluation instruments was somewhat structured in that the counselor was asked to respond to certain questions about the summer activities. The other instrument was less structured in that it involved completing sentences and permitted the person to say what he wanted to say. While these two evaluation questionnaires were very interesting reading and revealed a rewarding and substantial approval of the summer program, they were extremely difficult to treat in any statistical way. Perhaps the best way to summarize the evaluation instruments is to quote some of the common ideas that seemed to run through the various comments.

The first question, "What were the values you received in taking this six-week workshop at City College?", revealed answers that were very complimentary toward the program. Some of these comments follow:

(1) "knowledge of technical curriculums offered at CCSF"

(2) "understanding of values of test if correctly administered, explained, and interpreted"

(3) "an awareness of high school students' attitudes toward College"

(4) "For the first time I really learned the specifics of the vocational program."

(5) "Much of the enthusiasm shown by so many staff members has rubbed off on me, and I feel that students, teachers, administrators and parents should share in some of the insights I have gained this summer."

(6) "Information received to help students strive for a goal in the working world."

(7) "Received some excellent ideas from various speakers for presenting job material, careers, etc., to my students."

(8) "A better knowledge of the programs offered at CCSF. I was especially impressed with the work Dr. Batmale has done in coordinating the many technical programs here, and now I feel better prepared to counsel students in high school concerning the many and varied programs here."

(9) "Really learning about the various programs at CCSF and becoming acquainted with the purpose of the junior college."

(10) "Information gathered in the seminar will be of value in counseling the student."

(11) "I have been able to practice vocational guidance in its proper concept."

(12) "The workshop filled me with enthusiasm for, as well as knowledge of, the vocational programs at City College."

These comments were typical of the responses of all of the counselors and indicated that the counselors unanimously felt that the workshop was of great value.

A next question, "Would you recommend that the workshop be continued?", brought a unanimous "yes" response. The counselors felt (only one dissenting opinion) that a new group of junior and senior high school teacher-counselors should be brought out to the college next summer.

The evaluation questionnaire permitted the teacher-counselors to comment on the field trips, the three best features of the workshop, the three worst features, and ways to improve the workshop. While there was a lack of unanimity in the responses to these items, the responses did show that every experience was rated by some counselors as "the best", while at least one counselor rated the same experience as "the worst". However, the general tone of the responses seemed to indicate a very favorable reaction to the counselor workshop.

Another follow-up counselor evaluation instrument is being planned to give these teacher-counselors who participated in the summer program an opportunity to indicate whether their experiences had any carry-over effect in their counseling techniques in their own school in the Fall 1967 semester. We certainly want to know if their summer workshop experiences made any difference or change in their teacher-counseling procedures. (If so, in what way?) This follow-up questionnaire will be mailed to the summer participants some time just before the start of the Christmas vacation.

EVALUATION OF THE SUMMER PROGRAM BY THE INSTRUCTOR-ADVISORS

The instructors of the orientation courses were asked to submit an evaluation of their courses. These evaluations were unstructured and statistical treatment of the comments was not feasible. However, the general feeling of the instructors seemed to be one of praise for the summer program. They believed that the high school students were extremely well motivated, actively participated in all phases of the instructional program, and performed on a very high level. Several instructors commented that these high school students performed on a level even higher than our regular college students.

Some of the comments of the instructors follow:

"We found that their attitudes changed considerably by the end of the first week. They were no longer high school students, but had become more mature."

"Their involvement and achievement, as well as their interest, increased markedly as the course progressed."

"This type of orientation program should continue. It is an excellent way to help the pre-college age young person find his way toward the decision of a life-time career."

"I enjoyed the teaching because of the avid student interest in what I was teaching."

"I am pleased to report that the interest of our experimental summer high school students was extremely keen. They completed their assignments on time and in most instances did more than was demanded of them. Their complete involvement was indicated

by class discussion."

"In my opinion, the course was a complete success due to the attitude, interest and achievement of the students."

"Each member of the Teacher Assisting 50 class was assigned to an elementary school, two hours per week, and was provided with a supervised work experience under the direction of an elementary school teacher. This resulted in first-hand, direct information that was most important for the students."

The Psychology G11 instructor commented: "The response of the students to the tests, evaluations, guest speakers, and films exceeded the expectations of the instructor. All facets of the class participation were outstanding. The attendance was excellent, and the attention and response was most gratifying."

From the above comments it seems quite evident that the orientations class instructors were tremendously pleased with the performance of the high school students.

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